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ABSTRACT

This volume presents a dialogue in 1984 between internationally recognized philosopher/educator, Paulo Freire, and Miguel Escobar, Alfredo L. Fernandez, and Gilberto Guevara-Niebla, educators at the National University of Mexico, on educational emancipation and the role of higher education. The dialogues address the relationships between education and power, higher education curriculum and social reality, and the role of intellectuals and universities. Section 1 is on education and power and addresses power and social change, Freire's pedagogism, education and social reproduction, transformation and institutional space, educative manipulation, democracy and knowledge, power and popular movements, revolutionary education, pedagogy of transition, cultural organizers, conservative use of Freire's thought, revolution, liberating education, popular culture and alienation, educational nihilism, educational distortion, and loving revolution. Section 2, on curriculum and social reality, looks at symbols of power, revolutionary formation and practice, Freirian epistemology and curricular technicism, technical and scientific education, teaching and formation, democratization of higher education, and educational criticism. Section 3 focuses on the role of intellectuals and covers politics and academic policies, academic policy and global politics, political pluralism, academic policy and historical conditions of social structure, risk and creativity, ideological tolerance, Nicaraguan Revolution, and intellectuals as prisoners of the Cartesian discourse. (JB)

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